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ABSTRACT

This study sought to assess the effectiveness of the Carnegie Cross-Cultural Experience Program. The program brought white students from the University of Florida to study at the predominantly black Florida A & M University. The program came about because it was felt that as an increasing number of black people enter professional fields or are served by professional people, white professionals have become aware of the need to "sensitize" themselves to modern black culture. Pre- and post-program questionnaires were administered. A follow-up test administered three months after the close of the program included the following: (a) FAMU Compus Opinionnaire, (b) process analysis, and (c) student evaluation. (These are all included in the Appendix.) The tests indicated that the program was highly effective in preparing white students for understanding and working sensitively and responsibly with blacks. (PB)

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A CROSS-CULTURAL PROGRAM FOR ATTITUDE MODIFICATION OF WHITE STUDENTS ON A PREDOMINANTLY BLACK UNIVERSITY CAMPUS

A Research Monograph

COLLEGE OF EDUCATION
FLORIDA A&M UNIVERSITY
TALLAHASSEE, FLORIDA

Prepared for

The 1975 Distinguished Achievement Awards Program

Sponsored by

The American Association of Colleges for Teacher Education

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Tallahassee, Florida

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FOREWORD

C. *Principal Findings*

All data gathered during the study is important and will be of value to future program administrators and agencies charged with similar responsibilities in higher education. However, reported below are the findings which might be considered significant about the White UF exchange students attending a predominantly black institution in a limited time frame.

1. *Pre-Post Program Assessment*

An analysis of the pre-program questionnaire shows that UF participants were seeking professional status in the following disciplines: Psychology–3, Nursing–1, Sociology–2, Education and Speech–3, Mathematics and Business–2., Freshman, sophomores, juniors and seniors were involved in the program. The average age of the UF participants was 22.

Five similar pre-post measures were evaluated. UF students' responses to those measures showed the following:

a. seventy-four percent of the participants expected to meet with some degree of hostility at FAMU, yet none of the respondents reported experiencing apparent hostility.

b. ninety percent of the UF participants anticipated that social adjustment would be easy at FAMU. Following their experience, every respondent reported self-confidence in managing multi-racial environments as well as dealing with multi-racial conflict situations.

c. prior to their experience, 75% reported they anticipated employment with Blacks. Following the experience, 90% were more desirous of employment in an integrated situation, and 50% of the students experienced some change in their feelings about working with Blacks, presumably more positive.

d. only 10% anticipated difficulty in working with Black faculty members. All reported that they received fair treatment by the faculty and were granted individual assistance when it was needed, and

e. aff UF students expected initially to have good feelings about the experience and all recommended that the program be continued for the benefit of other White students.

2. *Follow-up Test of University of Florida Participants*

The Chi-square test for K-independent samples was used in the study. The procedure used here was the testing of the significance of differences among two independent sample groups.

One set of hypotheses was designed to determine the significance in the respondents' opinions as recorded on the opinions as recorded on the Student Evaluation Opinionnaire (sample II) three months following the termination of the program when measured against 15 similar items on the post-program opinionnaire (sample I).

1. Set I Hypotheses is as follows:

A. H_0: There is no significant difference in the number of respondents agreeing to the Student Evaluation Statement in Sample I and in Sample II.

B. H_0: There is no significant difference in the number of respondents in Sample I and Sample II disagreeing with the Student Evaluation Statements.

C. H_0: There is no significant difference in the number of respondents in Sample I and Sample II strongly agreeing with the student evaluation statements.

D. H_0: There is no significant difference in the number of respondent in Sample I and Sample II strongly disagreeing with the student evaluation statements.

E. H_0: There is no significant difference in the number of respondents in Sample I and Sample II strongly agreeing, and strongly disagreeing with the student evaluation statements.

The null hypotheses in Set I listed as A, B, C, D, E were used to compare the response of UF students participating in Cross-Culture Experience Component at the close of the program and comparing the response of the participating exchange students three months after the program. In addition, there were 15 similar items which were included on both instruments. There was a total of 18 statements included in the follow-up opinionnaire and all of the statements will be reveiewed in the narrative which follows.

The Set I hypotheses Chi-square treatment revealed that the null hypothesis H_o in Set I A, Set I B, Set I C, and Set I D, "FAILED TO REJECT" H_o in favor of the alternative H_a hypotheses. Thus, the Chi-square treatment generated "no significant differences" in the set of respondents agreeing, strongly disagreeing, when the follow-up test responses were measured against the Post-program responses of the exchange students participating in the study.

The formative evaluation indicates that given a three-month time frame after the program was terminated, UF participants still offered positive responses to positive statements on the follow-up opinionnaire with no significant difference to the post-program response. Twelve of the 15 statements selected for the test were viewed as positive statements and the remaining three were viewed as negative statements. On seven of the 12 positive statements, the respondents agreed that the Carnegie-Cross Cultural Experience was effective and the percentage score range was 87 to 100. On two of the 12 positive statements the respondents disagreed with a similar percentage range of 87 to 100. The three remaining positive statements recorded only 59% of the respondents agreeing that the program was effective. According to the data, participants strongly agreed or disagreed that the program was effective in that:

1. the program increased their knowledge and awareness of the special needs and problems of minorities;
2. the Carnegie Consortium Workshop caused them to critically examine their own attitudes towards minorities;
3. the multi-racial expediment increased their self-confidence about working in a multi-racial situation;
4. the program increased their desire to work in an integrated situation;

5. the experience at FAMU complemented the knowledge gained at UF.

6. the participants felt that they were treated fairly in their classes, and

7. they reported receiving valuable advice from the instructional staff.

The data regarding the two positive statements where respondents indicate disagreement is as follows:

8. the weekly seminars did provide them with information and insight about Black people, and

9. the weekly "rap sessions" were of great benefit to them.

The three positive statements where respondents indicated 57% positive responses indicate that:

10. the program gave them enough information about the background of Blacks.

11. the program weakened a desire on them to understand and work more sensitively and responsibly with representatives of the Black community, and

12. They feel the same about working with Blacks three months after the program as they felt at the end of the program.

The data shows that in response to the negative statements, the UF students participating disagreed that:

13. they have less empathy for the disadvantaged as a result of the program;

14. they did experience hostility from Blacks, but that the program could have been more beneficial, and

15. they were not treated fairly in all their classes.

[redacted]

= 7.	White students attending FAMU welcomed and treated fairly by both students and faculty.	100
= 9.	Cross-cultural education for better race relations, professional services, etc., at FAMU.	100
=10.	Cooperative programs between FAMU and other institutions to provide maximum educational opportunities for al students.	100

The UF participants and the participating FAMU faculty and staff agreed or strongly agreed with all of the positive statements on the instruments with the three exceptions mentioned above. The participants also disagreed or strongly disagreed with the greater portion of the negative statements on the instruments.

In summary, the Carnegie Program Cross-Cultural Experience Component was highly effective in preparing the pre-professional White students for understanding and working sensitively and responsibly with Black people. There was a need for a more sophisticated structure to manage the program which should not be viewed as a negative response towards the administrators, because there were many intervening variables which may have negatively impacted on the management process. Therefore, more dialogue and interaction was needed in "rap sessions" on Black awareness. There was a need for a more highly structured explanation of program objectives during the recruiting process.

The data showing a lack of change of attitudes three months following the program lends support to the generalizations generated from previous research that there is no significant change in attitudes three months following a program when measured against post-program responses.

Further, cross-cultural programs have positive value for effecting a change in racial attitudes. That, substantial social psychological proof of racial attitude change comes from contact studies and that misconceptions and racial stereotypes are affected.

Recommendations

The findings and conclusions give rise to the following suggestions which may improve similar programs at FAMU.

1. More in-depth planning and implementation should be incorporated to assist in diffusing the objectives of the program to the participants and the support systems.
2. Available resources of the University should be utilized to support the program, i.e., counseling center, registrar's office, sociology and psychology department, etc.
3. A more sophisticated evaluation design should be incorporporated initially in the program, which would allow for a more expansive research design because valuable research information was lost, i.e., Human Relations Seminar was not properly evaluated. Pre-Program and Post-Program instruments required improvement, etc.
4. The sponsoring agents should expand the funding level to secure the services of consultants with specific expertise.
5. Within the State University System, all Colleges of Education should be required to participate in similar programs with FAMU.
6. The State University System's Research and Development Department should channel funds in support of a system-wide proposal and public and private funding agencies should be asked to participate in the collaborative program sponsored by FAMU.
7. When we recognize the need to respond affirmatively to the requests of HEW regarding compliance with the Pratt decision, a similar program should be placed high on the priority list.
8. The program should be expanded to include other Colleges/Schools at FAMU.
9. A system-wide Planning Committee should be appointed with all campuses participating.

Conclusion

It is imperative that this program have a secure future. The peaceful co-existence of Blacks and Whites depends not only on our present ability to work with each other, but on a solid understanding of our histories and life-styles. Florida A&M University not only provides a setting for this learning experience, but is also the best of environments in which this sharing process can go on. Such an ex-

change program, with all benefits for both Blacks and Whites should certainly occur on every campus possible.

Multi-culturalism must spread throughout the United States in order that mutual understanding may grow at a rapid rate. With all the positive feedback that is coming from the students currently participating in this program, particularly concerning the multi-cultural phase, endorsement of a future program should be beyond question.

The continued strong coalition between Florida A&M University and the University of Florida program directors, administrators, faculty, staff, and student body will be one which crosses traditional barriers, avoids an academic and non-academic snobbery and other program snares in order to bring together those who are concerned about maximum educational opportunities.

APPENDIX

University Participant Questionnaires

CODE #: _____ DATE: _____

1. How did you learn about the Concept Program? (Check one)
   professor? _____ Counselor? _____ Concept personnel? _____
2. What level will you be studying at F/SSU? _____

3. What is your occupational goal? _____
4. What is your age? _____
5. Are you married? _____ Single? _____ Divorced? _____
6. How did your parents feel about your participation in this pro-
   gram? Approved? _____ Neutral? _____ Disapproved? _____

Please check one answer to each of the following questions

		YES	NO
7.	Do you expect it will be easy to adjust to life at the dormitory?		
8.	Are you concerned about how you will feel in the new Black White situation?		
9.	Do you think it will be easy to adjust to the new social situation?		
10.	Do you expect it will be easy to adjust to the small campus?		
11.	Are you concerned about the size of the campus?		
12.	Do you think the professors at F/SSU will be better than those at UF?		
13.	Do you think the professors at F/SSU will be as good as those at UF?		
14.	Do you expect the professors at F/SSU to be not as good as those at UF?		
15.	Have you had any misgivings about going to Florida A&M University?		
16.	Do you think you will have difficulty relating to Black students?		

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